

3-2-2004

Faculty Senate Monthly Packet March 2004

Portland State University Faculty Senate

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PORTLAND STATE
UNIVERSITY
FACULTY SENATE



TO: Senators and Ex-officio Members to the Senate
FR: Sarah E. Andrews-Collier, Secretary to the Faculty

The Faculty Senate will hold its regular meeting on **March 1, 2004**, at 3:00 p.m. in room **53 CH**.

AGENDA

- A. Roll
- *B. Approval of the Minutes of the February 2, 2004, Meeting
- C. Announcements and Communications from the Floor
 - President's Report
 - Provost's Report
 - Vice President's Report
- D. Unfinished Business
- E. New Business
 - *1. Graduate Council Course and Program Proposals - Danielson
 - *2. Curriculum Committee Course and Program Proposals - Baccar
- F. Question Period
 - 1. Questions for Administrators
 - 2. Questions from the Floor for the Chair
- G. Reports from Officers of the Administration and Committees
 - 1. Intercollegiate Athletic Board Report - Farr
 - **2. Accreditation Discussion: Faculty- Gelmon and Agre-Kippenhan
- H. Adjournment

***The following documents are included with this mailing:**

- B Minutes of the Meeting of February 2, 2004
- E1 Graduate Council Course and Program Proposals
- E2 Curriculum Committee Course and Program Proposals

****Discussion questions to be distributed to Senators via e-mail by 2/20/04**

2003-04 Roster: PSU FACULTY SENATE

****2003-04 FACULTY SENATE STEERING COMMITTEE ****

Presiding Office: Cynthia Brown

Presiding Officer Pro tem: Dee Thompson

Steering Committee: Janine Allen
Darrell Brown
Richard Wattenberg

& Mary Collins (Comm on Comm Chair) Ex officio

*** 2003-04 PSU FACULTY SENATE ***

All Others

| | | |
|--------------------|------|------|
| Ketcheson, Kathi | OIRP | 2004 |
| Thompson, Dee | CARC | 2004 |
| Gregory, Mark | COMP | 2004 |
| Barham, Mary Ann | IASC | 2005 |
| Collie, Samuel | FA | 2005 |
| Collins, Mary Beth | CAPS | 2005 |
| Wanjala, John | OMB | 2005 |
| Endress, Wendy | SD | 2006 |
| Fortmiller, Dan | IASC | 2006 |
| Hoffman, Agnes | ADM | 2006 |

Business Administration

| | | |
|----------------------------|-----|------|
| Pfeiffer, William | SBA | 2004 |
| *Raffo, David (for Bizjak) | SBA | 2004 |
| Andres, Hayward | SBA | 2005 |
| Brown, Darrell | SBA | 2005 |
| Kretovich, Duncan | SBA | 2005 |
| Gilpatrick, Thomas | SBA | 2006 |

Education

| | | |
|---------------------------------|-------|------|
| Cress, Christine | ED | 2004 |
| * Narode, Ronald (for O'Connor) | ED | 2004 |
| Temple, Jacqueline | ED/CI | 2004 |
| Allen, Janine | ED | 2005 |
| Carr, Carolyn | EPFA | 2005 |
| Caskey, Micki | ED/CI | 2005 |
| Farahmandpur, Ramin | ED/PF | 2006 |

Engineering and Computer Science

| | | |
|-------------------|------|------|
| Casperson, Lee | ECE | 2004 |
| Hall, Douglas | ECE | 2004 |
| Brown, Cynthia | CMPS | 2005 |
| Morris, James | ECE | 2005 |
| Spolek, Graig | ME | 2005 |
| Anderson, Timothy | ETM | 2006 |
| Meekisho, Lemmy | ME | 2006 |

Extended Studies

| | | |
|-------------------|--------|------|
| Robinson, Rebecca | XS-IS | 2004 |
| Cornman, Patricia | XS | 2005 |
| Repp, Betty Jean | XS-Sal | 2006 |

Fine and Performing Arts

| | | |
|-----------------------|------|------|
| Knights, Clive | ARCH | 2004 |
| Kristof, Jane | ART | 2004 |
| Agre-Kippenhan, Susan | ART | 2005 |
| Wattenberg, Richard | TA | 2005 |
| Hansen, Bradley | MUS | 2006 |

Liberal Arts and Sciences

| | | |
|----------------------------------|------|------|
| Agorsah, E. Kofi | BST | 2004 |
| Arante, Jacqueline | ENG | 2004 |
| Burns, Scott | GEOL | 2004 |
| *Fischer, William (for St. John) | FLL | 2004 |
| *Jacob, Greg (for Millner) | ENG | 2004 |
| *Reder, Stephen (for Liebman) | LING | 2004 |
| *Rhee, Ma-Ji (for Perrin) | FLL | 2004 |
| *Santelmann, Lynn (for Biolsi) | ANTH | 2004 |
| *Toth, Michael (for Haaken) | SOC | 2004 |
| *Weasel, Lisa (for Greco) | BIO | 2004 |
| Wetzel, Patricia | FLL | 2004 |
| Butler, Virginia | ANTH | 2005 |
| Duffield, Deborah | BIO | 2005 |
| Farr, Grant | SOC | 2005 |
| Hickey, Martha | FLL | 2005 |
| Johnson, David | HST | 2005 |
| King, Mary | ECON | 2005 |
| Liebman, Robert | SOC | 2005 |
| *Mandaville, Jon (for K.Brown) | HST | 2005 |
| Miller-Jones, Dalton | PSY | 2005 |
| O'Halloran, Joyce | MTH | 2005 |
| Walton, Linda | HST | 2005 |
| Brower, Barbara | GEOG | 2006 |
| Cummings, Michael | GEOL | 2006 |
| Enneking, Marjorie | MTH | 2006 |
| Fountain, Robert | MTH | 2006 |
| George, Linda | CSE | 2006 |
| Johnson, Daniel | GEOL | 2006 |
| Koch, Roy | ESR | 2006 |
| Latiolais, Paul | MTH | 2006 |
| Mercer, Robert | CLAS | 2006 |
| Padin, Jose | SOC | 2006 |
| Smallman, Shawn | OIA | 2006 |

Library

| | | |
|-------------------------------------|-----|------|
| * Hendricks, Arthur (for Hixson) | LIB | 2004 |
| *Kenreich, Mary Ellen (for Peigahi) | LIB | 2005 |

Other Instructional

| | | |
|------------------------------|------|------|
| Wollner, Craig | IMS | 2004 |
| *Dillon, Grace (for Balshem) | UNST | 2005 |
| Wheeler, Lawrence | HON | 2005 |
| Reynolds, Candyce | UNST | 2006 |

Social Work

| | | |
|---------------------------|-----|------|
| Lehman, Constance | SSW | 2004 |
| Nissen, Laura | SSW | 2004 |
| *Leary, Joy (for Friesen) | SSW | 2005 |
| Nash, James | SSW | 2005 |
| Brennan, Elieen | SSW | 2006 |
| * _____ (for Corcoran) | SSW | 2006 |

Urban and Public Affairs

| | | |
|------------------------------|------|------|
| Gelmon, Sherril | PA | 2004 |
| Jolin, Annette | JUST | 2004 |
| * _____ (for Gelles) | PA | 2005 |
| *Prince, Tracy (for Michael) | UPA | 2005 |
| Seltzer, Ethan | IMS | 2005 |
| Dill, Jennifer | USP | 2006 |
| Lawrence, Regina | PS | 2006 |
| Howe, Deborah | USP | 2006 |

PORTLAND STATE UNIVERSITY

Minutes: Faculty Senate Meeting, February 2, 2004
Presiding Officer: Cynthia Brown
Secretary: Sarah E. Andrews-Collier

Members Present: Agre-Kippenhan, Allen, Arante, Barham, Brennan, Brower, C. Brown, D. Brown, Burns, Butler, Carr, Caskey, Casperson, Collie, Cornman, Cress, Cummings, Dill, Endress, Enneking, Farr, Fischer, Fortmiller, Fountain, Gelmon, George, Gregory, Hall, Hansen, Hendricks, Hickey, Hoffman, Jacob, Kenreich, Ketcheson, Koch, Kristof, Liebman, Mercer, Miller-Jones, Morris, Nissen, Padin, Repp, Rhee, Robinson, Santelmann, Seltzer, Smallman, Spolek, Temple, Thompson, Walton, Wanjala, Wattenberg, Wetzels, Wheeler, Wollner.

Alternates Present: Weber for Anderson, Franz for Collins, Kramer for Gregory, Ott for Dav. Johnson, Ediger for O'Halloran, Patton for Reynolds, Bartlett for Weasel.

Members Absent: Agorsah, Andres, Dillon, Duffield, Farahmandpur, Gilpatrick, Howe, Dan. Johnson, Jolin, King, Knights, Kretovich, Latiolais, Lawrence, Leary, Lehman, Mandaville, Meekisho, Nash, Pfeiffer, Prince, Raffo, Reder, Toth.

Ex-officio Members

Present: Andrews-Collier, Bernstine, Burton, Carter, Christopherson, Danielson, Driscoll, Dyck, Feyerherm, Kaiser, Kenton, Marino, Rhodes, Samuels, Tetreault, Ellis for Toulon, Ward.

A. Roll Call

The meeting was called to order at 3:06 p.m.

***B. Approval of the Minutes of the January 5, 2004, Meeting**

The minutes were approved as published.

C. Announcements and Communications from the Floor

Agenda Item G.1., Quarterly Report of the Intercollegiate Athletic Board, has been postponed to the next meeting, due to illnesses and snow days.

Changes to Senate and Committee Appointments Since January 5, 2004:

Patricia Cornman is the representative to the Committee on Committees

from Extended Studies.

President's Report

BERNSTINE noted he had two brief items, after which he would yield his time to Sherril Gelmon to discuss Accreditation. BERNSTINE noted he met briefly with Neil Goldsmidt, the incoming Chair of the Oregon State Board of Higher Education, along with Debbie Murdock and Jay Kenton. President Bernstine will be making a formal presentation before the new board in April. It is clear that that board is planning to involve more than the current membership in its deliberations on higher education, and that this activity will often take place in committees that will be comprised of members and representatives from the community. BERNSTINE also noted that the Hewitt Collection of African American Art will be in the Littman Gallery for the months of February and March.

BERNSTINE introduced Sherril Gelmon to report on activities of the Accreditation Steering Committee. GELMON noted there are eleven subcommittees which are now almost complete in their memberships. Every attempt is being made to include as many different individuals as possible. She discussed faculty opportunities to help shape information. They include reviewing draft information on the Portfolio page, a proposed fall symposium around accreditation, and a proposal to use Faculty Senate time to discuss issues specific to the faculty. For example, there is a standard about faculty, including Promotion and Tenure, pay equity, gender equity, etc. There are also standards on facilities, faculty governance, and finance.

BURNS noted he supports the idea of Senate discussion of the various topics. He also noted that he is enthusiastic about the Portfolio and recommends a presentation be made on it in particular to the Faculty Senate.

Provost's Report

TETREAULT noted she would discuss three items, Winter 2004 enrollment, an update on enrollment planning, and her 2004 priority, attracting and retaining faculty of distinction.

Enrollment for the 4th week of term indicates that headcount will be up 3% and credit hours will be up 3% from Winter 2003. Graduate enrollment has increased a total of 2% since Fall 2001.

TETREAULT noted that there are several issues of enrollment management that are being looked at. If enrollment continues at the current growth rate, we will be at 35,000 in 2012. That must be looked at in relation to what our curricular and research objectives are, as well as the numbers. Committees are and have looked at various issues, for example, our community college collaborations, graduate education, extended studies, the appropriate mix of graduate and undergraduate students, a profile of the undergraduate student population, retention and graduation rates, etc. Teatreault will ensure that we have clear reporting lines from all of these efforts to the Senior Enrollment Management Team.

ENNEKING asked how these ad hoc committees are connected to or are working with our various standing committees, for example, this graduate education ad hoc committee and the Graduate Council. TETREAULT stated we need to do some work on that and make sure that is happening. The last thing we need is work duplicated.

KRISTOF asked if the numbers of international students have been affected by tightening of immigration. TETREAULT yielded to Ketcheson and Hoffman, who noted that the decrease is around 5%. China is a county of major concern for PSU, with the greatest number of affected students. Various offices, including Graduate Studies and CUPA, are working to impact whatever we can control relative to those students. Our Middle Eastern student population is virtually gone.

MILLER-JONES asked, with our plans to increase enrollment to 35,000, if there is a plan to systematically look at quality of experience indicators, for example the surveys produced by OIRP around student engagement, student satisfaction, etc. A number of colleagues in various departments are very concerned about the press for increased enrollment, and how many papers we can read, and what quality of experience it is going to leave our students having. Does the administration have any plans for systematically monitoring, as we grow, and what quality indicators will be attended to? TETREAULT asked if quality indicators applies to both faculty life and workload, and the quality of student experience. MILLER-JONES stated yes. TETREAULT stated that that needs to happen. The Executive Committee this morning discussed some of the issues around student retention and what we need to pay attention to. That's very much a quality of student experience issue, and an issue of faculty worklife.

LIEBMAN asked if PSU is using as comparators other schools that have had a similar experience of trying to grow as fast over such a short period of time. This is strikingly fast change. TETREAULT stated that that is something we haven't done, but we can and should systematically look at other examples. BERNSTINE noted that the growth will not necessarily all be on this campus or in the same ways we have grown in the past. We are working with the community colleges, and a substantial part of the growth will take place on remote sites at the various community colleges in the region. One of the major issues of the new Board of Higher Education will be the question of seamlessness of education and students being able to move back and forth between the two and four year institutions. It is no accident that the President of Chemeketa has been named to the board. Access was the one predominant theme in our meeting with Neil Goldschmidt. PSU is ahead of the curve because of the collaborations we have already established with community colleges in the region. We expect to have in place next fall a common web site, so that students can shop between our courses and theirs. We are looking at 35, 000 students pursuing their degrees at PSU while doing it at any number of institutions in the region. We just started a degree completion program at Mt. Hood, and we anticipate adding them at Clackamas and PCC. We are positioned well in this environment.

TETREAULT concluded with a discussion of the priority of attracting and retaining faculty of distinction. Twenty-one tenure track searches are in progress to replace retirements and/or resignations. TETREAULT noted she recently met with the chairs and their deans to look at

what the issues are, for example the kinds of things raised by Miller-Jones and Liebman, and felt the meeting was very productive. She plans to discuss with the Deans the appointment of an ad hoc committee of department chairs, because the chairs have a particular expertise, practicality, and sensitivity around some of these issues. For example some of the questions that came up at the meeting were, what do we mean by distinction, how do we think about the different categories of faculty that we have around campus, and how do we become more intentional about how we use that mix, how we support faculty in various positions, the different roles that faculty play at various times in their career, etc. We have a number of issues that we could collectively have clear thinking about. Since then, some of the chairs have sent some very wonderful and poignant emails about what it means for a junior faculty member to have certain pressures on them to do certain things. Al Guskin says we need to think about the quality of faculty worklife to insure that universities continue to be a place where faculty want to come and want to work. This ad hoc committee of chairs will be staffed by Martha Balshem. It will be asked to look at some of the things Guskin says, for example, and what that might suggest to us about the way we can be more intentional how we put together tenure, fixed term and adjunct faculty in departments so we can get departmental work done, so we can pay attention to student learning, pay attention to faculty vitality, and consider costs. Are there ways in which we can be more intentional about the way we organize departmental work? Can we look at ways in which we can support faculty broadly, whatever category they represent? Can we do things on an institutional level to improve working conditions for fixed term faculty?

Vice President's Report

KENTON noted he had a variety of items to discuss. The Engineering building is moving forward, a contractor will be selected in early March, construction will commence this summer, and move-in is projected for December 2005. The university is discussing public safety issues, and in particular, providing CSSO with tasers which are a form of stun gun, to supplement the pepper spray and telescoping batons that officer currently carry. They would allow for personal protection at a greater distance, and they would go into use starting in July. Additionally, discussions are in progress about a standing advisory committee for public safety.

CUMMINGS asked how use of the tasers would be evaluated. KENTON stated that they automatically count each usage, and a report would have to be filed with the Director of CSSO for each use. HOFFMAN asked how common it is nationally for campus public safety officers to carry this technology. KENTON stated that this is an emerging technology being used by Portland and Gresham police, and OHSU. KENTON noted that Oregon State, for example, contracts with local police who wear weapons on campus. but he is personally opposed to the use of deadly force on campus. _____ asked how much they cost. KENTON noted they cost about \$800. each and we will start with six, one for each officer, so the usage can be tracked. MERCER asked how often this might have been used in the last year. KENTON yielded to Michael Soto, CSSO, who noted that of approximately eight hundred contacts in the last year, it might have been used two to four times. KENTON noted he has first hand experience of these weapons as he volunteered to be a subject as part of these deliberations.

KENTON reviewed the plans for the Doubletree Hotel acquisition. The short term plan is to market conferences, etc. through Fall 2005, the medium term plan is to convert it to student housing, and the long term plan is to rebuild on the site to better utilize the four acres. The name will be something like University Plaza, and although we don't want to be in direct competition with our neighbors, we would still like to use it for educationally related conferences, etc.

KENTON discussed custodial services and the survey that was done in fall 2003, which came out generally negative. PHC had done a good job until last year, and they want to increase the contract price from \$1.4 million per year to \$2.2 million per year. The survey also indicated that people want more services than we are currently getting. This has prompted the university to consider hiring our own staff, the theory being that they would take more pride in the institution, etc. and give us higher quality services. We are also looking at other services, although the above may be preferable.

BROWN asked how long we can request conference scheduling. DYCK stated that there will be some ebb and flow around fall term overflows in student housing so no cutoff has been set. BUTLER asked if the prices for conferences will be comparable to prices charged for on campus facilities. KENTON stated that costs will be kept at a minimum, but that we are obliged to finance the purchase. MORRIS asked what are the provisions for switching venues with the Lloyd Center location. DYCK stated we are doing a straight across trade.

KENTON noted that a survey is planned to measure the campus interest in erecting faculty and staff housing in the university district.

D. Unfinished Business

None

E. New Business

1. Graduate Council Course Proposals

DANIELSON introduced the proposals for the committee.

BURNS/MERCER MOVED the proposals in "E-1" for new courses in Arts & Sciences, Systems Sciences, and Engineering & Computer Sciences, and course changes in Social Work, be approved.

THE MOTION PASSED by unanimous voice vote.

2. Curriculum Committee Course and Program Proposals

BACCAR introduced the proposals for the committee and took questions.

COLLIE/MERCER MOVED the proposals in “E-2” for new courses in Arts & Sciences.

THE MOTION PASSED by unanimous voice vote.

BROWN/MERCER MOVED the proposals in “E-2” for changes in the Minor in Business Administration and new courses in Business Administration.

_____ asked if the Curriculum Committee considered the enrollment changes that occur with a change this drastic to the number of required credits. BACCAR stated that students were being deterred from this minor by the larger than usual credit requirement. BROWN stated that he doesn’t understand exactly what shift the questioner is concerned with since this is only a minor. WETZEL stated that there is a twenty-four credit requirement for connected learning in International Studies, which this minor fills well, and she congratulated the business school for putting this together.

THE MOTION PASSED by unanimous voice vote.

MORRIS/SPOLEK MOVED the proposals in “E-2” for new courses in Engineering and Computer Sciences.

THE MOTION PASSED by unanimous voice vote.

KRISTOF/WATTENBERG MOVED the proposals in “E-2” for a new Minor in Design Management and new courses and course changes in Fine & Performing Arts.

THE MOTION PASSED by unanimous voice vote.

F. Question Period

There were no questions.

G. Reports from Officers of the Administration and Committees

None.

H. Adjournment

The meeting was adjourned at 4:04 p.m.

**Submission of Graduate Council for Faculty Senate
February 9, 2004**

Changes to existing graduate programs:

MA/MS in Education: Special Education

add option for comprehensive exams for Visually Handicapped Learners only

PhD Public Administration and Policy

change in existing program (changes in core, specializations)

New programs approved:

Graduate Certificate in Transportation – new program proposal from Civil and Environmental Engineering *and* Urban Studies and Planning (administered in CUPA/USP)

PhD Biology – new program proposal from Biology

New courses approved:

College of Urban Studies and Planning

*PS 558/USP 636 Political and Economic Decision Making, 3 cr – new course

USP 448/548 Real Estate market Analysis, 3 cr – new course

USP 554/654 Data Analysis II, 4 cr – new course

USP 655 Advanced Data Analysis: Structural Equation Modeling, 3 cr – new course

USP 656 Advanced Data Analysis: Multilevel Regression, 3 cr – new course

USP 583/683 Qualitative Analysis, 4 cr – new course

USP 588/688 Sustainable Development Practices, 3 cr – new course

Policy:

The Graduate Council reviewed and affirmed its policy that 500-level courses cannot be combined with undergraduate courses with a U-designation.

PROPOSAL FOR A NEW PROGRAM
GRADUATE CERTIFICATE IN TRANSPORTATION

Program Overview

An equitable and efficient transportation system for people and goods has a significant influence on the well-being of every citizen, impacting quality of life and the economy. Social, environmental and technological trends must be anticipated and incorporated into a "smart" transportation system in order to ensure resource preservation and enhancement of the region's economic productivity. The proposed certificate program will be designed to build the technical and analytical knowledge of those who wish to enter the transportation field, to attract new students or professionals to the field or to further develop the skills of professionals already working in the transportation field.

To develop such a program, the University will utilize current courses that are offered by the School of Urban Studies and Planning, as well as the Department of Civil and Environmental Engineering. Thus, the program could be operational when fully approved. Faculty from various units in the University has formed a Center for Transportation Studies to help coordinate the new certificate and research efforts. The proposed certificate program is a key building block for the University's initiative to develop a signature transportation center focusing on research, education and outreach. We anticipate that all courses will be taught using active participation from transportation industry participants.

Students enrolled in the certificate program will possess a Bachelor's degree but would have a variety of backgrounds. Ideal candidates would be students with backgrounds in planning, civil & environmental engineering, business administration, geography, mathematics, statistics, economics, political science, computer science and/or other liberal arts majors who find themselves in need of additional coursework in transportation. A second target group includes professionals who are interested in freshening up or intensifying their knowledge in transportation without making a commitment to a graduate degree program. Supplementary coursework to prepare students for entry into the Certificate Program is available within the University's existing course offerings. As the courses will be offered at the graduate level, they can be subsequently transferred into PSU graduate programs. The coursework will also qualify for continuing education credits for industry practitioners.

Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

"The mission of Portland State University is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to the metropolitan area. The University will actively promote development of a network of educational institutions that will serve the community and will conduct research and community service to support a high quality educational environment and reflect issues important to the metropolitan region."

The development and management of "smart" transportation systems is a vital function of the urban and regional economy. The Graduate Certificate in Transportation will offer graduate education for those hoping to build upon their undergraduate training and expand their capabilities in the transportation field. Students in the program will develop skills to analyze and improve existing transportation systems on the basis of extensive knowledge provided in a range of relevant courses. As the university expands its transportation initiative toward developing a signature research and education center, this certificate program will help cement our place in the transportation community and build toward additional future offerings.

The University has a long and respected history of providing transportation research for the Oregon Department of Transportation, the City of Portland, TriMet, Metro, and other transportation-related organizations. These unique partnerships will be leveraged by providing future employers with more and better prepared graduate students.

Oregon is a state where rapid growth of population and travel over the past decade has out-paced the resources available to expand and maintain the region's transportation system, resulting in worsening congestion. The present levels of congestion are a threat to the region's economic productivity, and are increasingly viewed as undermining the region's livable and sustainable reputation. Few are optimistic about the prospects for a substantial increase in resources, which means that efforts to better manage the region's transportation system and enhance the effective capacity of what is already in place or added at the margin, has surfaced as the only truly workable strategy to maintaining or improving mobility. These issues, plus a rapid attrition rate in the transportation field, have heightened the need for this certificate program.

Course of Study

The Graduate Certificate in Transportation will be a 21 credit-hour program based on the following courses:

| | |
|---------|---|
| USP 556 | Urban Transportation: Problems and Policies (3 credits) |
| USP 544 | Urban Transportation Planning (3 credits) |
| USP 570 | Transportation and Land Use (3 credits) |
| USP/CE | Elective graduate courses (12 credits) |

This program could be completed in a single year on a full-time basis or over two years on a part-time basis.

Elective Graduate Courses:

The electives in the Graduate Certificate Program in Transportation enable the students to build particular skills from the wide selection of courses offered by both Schools. Course descriptions for the electives appear in the University Schedule of Classes:

| | |
|--|---|
| USP 537 Economics of Urban Transportation (3 credits) | CE 552 Highway Design for Capacity (4 credits) |
| USP 539 Statistical Methods in Regional Science and Planning | CE 555 Intelligent Transportation Systems (4 credits) |
| USP 543 Geographic Applications in Planning (3 credits) | CE 556 Traffic Engineering (4 credits) |
| USP 591 Geographic Information Systems I (4 credits) | CE 557 Pavement Design (4 credits) |
| USP 593 Advanced GIS Applications | CE 558 Public Transportation (4 credits) |
| CE 551 Traffic Control & Analysis (4 credits) | CE 559 Transportation Operations (4 credits) |
| | CE 560 Access Management (4 credits) |
| | CE/USP 507 Transportation Seminar (1 credit) |

Recruitment and Admission Requirements

The Center for Transportation Studies has conducted surveys, interviews and meetings with transportation professionals in both public agencies and private consulting firms to seek advice and understand the need for the development and format of the program. The Center has also developed an email notification list and an internet website describing current offerings. Once approved, the website will describe and publicize the certificate program. Agencies and firms in the transportation field have indicated a strong interest in encouraging their employees to take either individual courses or the entire certificate course sequence to enhance their education.

The Center will also use internal recruitment techniques, focusing on upper division undergraduates in planning, civil & environmental engineering, business administration, geography, mathematics, statistics, economics, political science, computer science and/or other liberal arts majors. Some faculty members teaching core courses in those programs have joined the Center as faculty affiliates and more will be contacted. Admission to the program will require an undergraduate degree at an accredited university and a 2.75 undergraduate GPA. Admissions will be handled by the School of Urban Studies and Planning in the College of Urban and Public Affairs.



OREGON UNIVERSITY SYSTEM
OFFICE OF ACADEMIC AFFAIRS

Summary of Proposal for the Initiation of a New Instructional Program Leading to the Doctor of Philosophy in Biology

Description of Proposed Program

1. Program Overview

The Biology Department currently offers a B.A., B.S., a Minor, M.A., M.S., M.A.T., and an M.S.T. in Biology. Students interesting in pursuing a doctoral degree can continue under the auspices of Environmental Sciences and Resources (ESR), which offers a multidisciplinary Ph.D. degree in which the dissertation research can be within the discipline of biology. Currently this is the only doctoral program available for the Biology department's master's students who want to continue their studies and obtain a Ph.D., or for applicants to Portland State University (PSU) graduate programs who want to carry out doctoral research in the discipline of biology and under the direction of the 19 faculty in the Biology Department of which 16 are tenure-track. We propose to offer a Ph.D. in Biology (i.e., independent of ESR). Such a degree would better serve the current and future graduate students with interests in biology, and would enhance our research activities that serve local and national priorities.

The current ESR/Biology program requires students to pursue multidisciplinary courses, which serve well only a small fraction of our current and potential doctoral students. More importantly, these students achieve a degree whose title, Ph.D. in ESR/Biology, does not accurately reflect the focus of their research studies, and may be detrimental to their subsequent careers. Some of these students elect to pursue their doctoral degrees here within the ESR program and put up with the disadvantages; some are lost to other universities because of their poor fit with the ESR program; and some abandon their aspirations for the doctoral degree altogether. This proposal, if approved, will better serve and more honestly reflect the degree aspirations of the majority of the doctoral students who have research interests similar to those of students who have matriculated in the past 28 years. The proposed program will enable us to serve an additional group of students whom the current program does not capture.

Our needs for establishing such a program are minimal. Most of the infrastructure is already in place. Many of the actual requirements for the current Ph.D. in ESR/Biology are defined by the department, so the procedures, the support staff, and the faculty committees to implement these requirements are already in place. The courses needed to implement a Ph.D. in Biology are also already in place because they are currently taken by our master's students and by the ESR/Biology Ph.D. students. The large and growing research programs of departmental faculty (\$1.7 million in external expenditures last year) are already supporting a substantial number of doctoral students (17), and that number will grow as the faculty research programs grow. The establishment of a Ph.D. in Biology will enhance the quality of our Ph.D. program by giving students a choice between a Ph.D. in ESR and one in Biology, and will greatly enhance the value of the program and of the degree for those students who choose the Ph.D. in Biology.

The proposed starting date for this program is Fall, 2004.

2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

The establishment of a Ph.D. in Biology at Portland State University will serve the local community by providing doctoral opportunities to its residents, by producing Ph.D. graduates to serve local needs, and by enhancing the research programs at PSU. An important component of PSU's mission is to serve the higher educational needs of the 60% of the state's residents that reside in the Portland metropolitan area. For many of these residents, PSU is the only university available for public doctoral-level studies in the basic biological sciences.

The establishment of a doctoral program in Biology will not only fill the needs of these residents, but the enhancement of the faculty research programs that the Biology Ph.D. program will bring will also enhance industry in the Portland area and in the state. The Biology Department has been offering Ph.D. degrees through the ESR program for many years, and this has benefited the region in the ways described above. The proposed disciplinary degree program will enhance these benefits by giving the department the ability to more easily recruit excellent graduate students, not only from the Portland area but also nationally and internationally. Quality graduate students support the research capacity of the

faculty and the faculty/student mutualism directly enhances the flow of extramural funds into the economy.

3. Course of Study

Advancement to candidacy requires successful completion of required courses, a Written Comprehensive Examination, an Oral Comprehensive Examination, and a Thesis Prospectus Defense. The required courses include the following plus additional courses determined by agreement of the student and dissertation committee:

- BI 698 Graduate Practicum (3 credits)
- BI 699 Graduate Grant-Writing (3 credits)
- Other courses that may be required by the Dissertation Committee
- BI 607 Seminar: Journal Colloquium (12 credits)
- BI 603 Dissertation (27 credits)
- Minimum credits: 45 credits

The Defense of Research Proposal includes a written Research Proposal that outlines a research project for the doctoral dissertation in Biology and an oral presentation and defense of the proposal.

Advancement to Candidacy: When the student's dissertation committee attests that the student has successfully completed the above requirements, the student's doctoral dissertation committee submits to the Dean of Graduate Studies a written recommendation for Advancement to Candidacy.

The proposed research is carried out under the guidance of the dissertation committee. After the dissertation is complete, a final public defense of the dissertation is presented, and followed by a final oral examination. The successful execution of this proposal will automatically establish ten new 600-level courses that were previously offered only as 500-level courses:

4. Recruitment and Admission Requirements

With little recruitment effort, the Department has been able to attract more than enough high-caliber students to work on graduate degrees with its faculty. The Biology Department received 42 applicants for its graduate programs for the 2002/2003 academic year. During that year, the Department had 46 Masters students (with 6 more entering in Fall, 2003, for a total of 52) and 17 doctoral students (with 5 new students entering in Fall, 2003, for a total of 22). The high number of applicants is due to both the reputation of the faculty, which draws good students nationally and internationally, and also because students residing in the Portland metropolitan area have no other choices for graduate education in biology. The rapid growth of the Portland area will only increase the demand for graduate education in biology at Portland State University. It will also allow us to attract students who feel the "environmental" emphasis of the degree title complicates the usefulness of the PhD degree for them. Our program will provide the only PhD in Biology north of Corvallis and south of Seattle. This program will therefore regionally serve the majority of the Oregon's population in one of the most dynamic areas of science. In addition, it is highly likely that a Biology PhD program will attract international students based on the interests of the faculty involved and hence contribute to the Presidential Internationalization Initiative.

Admission requirements: Successful applicants will possess demonstrated academic abilities (with a grade point average from undergraduate studies of "B" or better, or a class rank greater than the 50th percentile), at least three recommendations from academic or professional supervisors, and ideally experience in an academic or professional research environment. Scores for the GRE General Examination and one GRE Subject Examination ("Biology", "Chemistry", or "Biochemistry, Cell and Molecular Biology"), taken within three years of application, must be submitted with the application, and should be greater than the 50th percentile for both exams. In addition, applicants must submit a 1-2 page "statement of purpose" to demonstrate writing skills.

There will not be formal enrollment limitations. Enrollment will be limited by the number of students individual faculty can support and supervise in their research programs. This is a function of subdiscipline, extramural, and teaching assistant funds. Given the number and funding levels of our faculty, this number would be initially between 15-30 students at any given time, or a total of 3-6 new PhD students per year.

March 1, 2004

MEMORANDUM

To: Faculty Senate

From: Cindy Baccar, Chair – University Curriculum Committee

Re: Recommendations for approval by the Faculty Senate

The University Curriculum Committee submits the following new programs, changes to existing programs, new courses, changes to existing courses, and UNST Cluster courses for approval by the Faculty Senate. Descriptions of all new courses are attached.

School of Fine & Performing Arts**New Courses:**

| | |
|---------|-------------------------------|
| ART 255 | Two-dimensional Animation I |
| ART 256 | Three-dimensional Animation I |
| ART 257 | Video I |
| ARH 291 | History of Animation |
| ART 455 | Time Arts Studio |

Modified Course:

| | |
|---------|--|
| ART 296 | Digital Drawing & Painting – change title, description, pre-reqs |
|---------|--|

New Program: Minor in Time Arts

This minor is specifically designed for students interested in animation and time-based media. It is being developed to meet demand from current art majors and to meet the strong demand from community and local/regional partners. In addition to student demand and community support, the program contributes to the University's emerging Creative Studies Initiative aimed at addressing the metropolitan community's need for broadly educated, creative-thinking, team-oriented, technically competent individuals to become future leaders in our local culture and economy. The Portland metropolitan area, as evidenced by direct participation in this initiative by the Mayor's office and the Portland Development Commission, is heavily invested in the creative services industry and many of its business leaders look to PSU as a partner in developing new talent.

To earn a minor in Time Arts a student must complete 52 credits including the following:

| | |
|--|--------------------------------------|
| ART 115 | Two-dimensional Design |
| ART 116 | Color Theory |
| ART 120 | Computer Graphics for Art and Design |
| ART 131,132 | Introduction to Drawing I,II |
| Choose two courses from Art History: | |
| ARH 204,205,206 History of Western Art, ARH 290 History of Modern Design | |

| | |
|---------|-------------------------------|
| ART 255 | Two-dimensional Animation I |
| ART 256 | Three-dimensional Animation I |
| ART 257 | Video I |
| ART 296 | Digital Drawing and Painting |
| ART 291 | History of Animation |
| ART 455 | Time Arts Studio |

College of Urban & Public Affairs

Division of Administration of Justice

SUMMARY OF PROPOSED CHANGES TO EXISTING PROGRAM

Overall Program

- Change name from "Administration of Justice" to "Criminology and Criminal Justice"
- Change description of undergraduate program in Bulletin

New Courses

- AJ 250 – Criminal Behavior
- AJ 260 - Criminal Justice and Popular Culture
- AJ 310 – American Courts
- AJ 340 – Crime Analysis
- AJ 360 – Victimology
- AJ 370 – Women, Crime, and Justice
- AJ 415 – Counseling Skills for Criminal Justice
- AJ 455U – Ethical Leadership in Criminal Justice
- AJ 465U – Criminology and Social Justice Theory

Changes to Existing Courses

- AJ 200 - Criminology and Criminal Justice (changed name and description)
- AJ 230 - Policing in America (changed name, course number, and description) - old number was 302
- AJ 240 – Punishment and Corrections (changed name, course number, and description) - old number was 317
- AJ 320 – Theories of Crime (changed name and description)
- AJ 330 – Crime Control Strategies (changed name and description)
- AJ 380 – Criminal Justice Research (changed description)
- AJ 420 – Criminal Law and Legal Reasoning (changed description)
- AJ 470 – Morality, Justice, and the Law (changed name and description)

Requirements for Majors - See attachment for details and rationale

- Major requirement statement modified to include new minimum grade per required course of "C" (2.0) or above and deletion of overall major GPA of 2.5.
- Dropped all supporting course requirements (CS 105; SP 215; PHL 202; PSY 434; SOC 200; SOC 337)
- Increased CCJ elective credits from 12 to 20
- Reduced overall degree requirements from 84 to 68
- AJ 210 Introduction to Juvenile Justice Process dropped as a requirement
- AJ 230 Policing in America, an existing course with new number and title, added as a required core course
- AJ 310 American Courts, a new course, added as a required core course
- AJ 340 Crime Analysis, a new course, added as a required core course
- AJ 440 Constitutional Criminal Procedures dropped as a requirement
- AJ 460 Court Procedures dropped as a requirement

Requirements for Minors - See attachment for details and rationale

- Minor requirement statement modified to include new minimum grade per required course of "C" (2.0) or above and deletion of overall minor GPA of 2.5.
- Decreased CCJ elective credits from 20 to 16
- AJ 210 Introduction to Juvenile Justice Process dropped as a requirement
- Added required core course - students must choose either AJ 230 Policing in America, AJ 240 Punishment and Corrections, or AJ 310 American Courts
- AJ 320 Theories of Crime, an existing course, added as a required core course

New Post-Baccalaureate Certificate --

Rationale for proposed program:

Over the past three years 3 to 5 people per quarter ask AJ faculty or staff about opportunities for obtaining a post-baccalaureate certificate in Criminology and Criminal Justice (CCJ). Roughly one-half of the requests come from professionals already working in the criminal justice field, including police officers, court staff, correctional officers, and probation caseworkers. These individuals often have a BA degree in a related discipline (i.e., psychology, sociology, history, political science), but recognize a need for advanced training specific to criminal justice. The remaining requests come from recent college graduates who have an interest in CCJ but majored in another discipline. These students usually are seeking employment in the criminal justice field and see the certificate as a way to make themselves more attractive to prospective employers.

Requirements for the Post-baccalaureate Certificate are as follows:

| | |
|--|----|
| AJ 200 Criminology and Criminal Justice | 4 |
| Two Courses from list below | 8 |
| AJ 230 Policing in America | |
| AJ 240 Punishment and Corrections | |
| AJ 310 American Courts | |
| AJ 320 Theories of Crime | 4 |
| AJ 330 Crime Control Strategies | 4 |
| AJ 380 Criminal Justice Research..... | 4 |
| AJ 420 Criminal Law and Legal Reasoning | 4 |
| AJ elective credits (minimum of 8 credits at or above 300-level) | 12 |

Total requirements for Post-baccalaureate Certificate40

School of Urban Studies & Planning

Course Modification:

USP 423 Real Estate Development – change pre-requisites

New Courses:

USP 424U Healthy Communities
 USP 448 Real Estate Market Analysis
 USP 431 Urban Economics

New Program: Minor in Real Estate Development

The minor in Real Estate Development will provide training for undergraduates interested in a career in the real estate industry, with an introduction to several real estate-related disciplines, including planning, economic analysis and finance. The School of Urban Studies & Planning has been training students in this area for many years at a graduate level and has been approached by representatives of the real estate industry to provide training at the undergraduate level as well. This minor will greatly complement students majoring in finance, community development, economics, marketing, geography and other disciplines. The minor requires 30 credit hours. See attached for detailed course requirements.

Political Science

New Course:

PS 371 War and Morality

Course Change:

PS 442 Contemporary Theories of World Politics – change description

School of Community Health

New Course:

PHE 454 Social Gerontology

School of Business Administration

New Program: Advertising Management Minor

Proposed is a 24-credit minor in Advertising Management for Graphic Design majors. The minor is designed to provide Graphic Design majors with marketable advertising and marketing business skills. Most Graphic Design majors will seek employment in advertising agencies, graphic design firms, web design and management firms, marketing departments within large organizations, or as freelancers in the graphic design field. This proposed minor will provide an exposure to and an understanding of advertising and marketing principles and issues in which graphic design plays a major role. This minor was developed as part of the PSU Creative Services Initiative, in response to Mayor Vera Katz's drive to build jobs in the creative services sector.

Requirements for the minor include:

| | |
|---------------------------------|---|
| BA 311 (4) | Marketing Management |
| MKTG 340 (4) | Advertising |
| MKTG 442 (4) | Creative Strategy |
| MKTG 443 (4) | Advertising Campaigns |
| MKTG 463 (4) | Consumer Behavior & Customer Satisfaction |
| One 400-level MKTG elective (4) | |

College of Engineering & Computer Science

Change in Existing Program: B.S. in Civil Engineering

- Add GPA Requirement – Junior and senior engineering courses must be completed with a minimum grade of C-, and a student's cumulative PSU GPA must be 2.25 or higher to graduate from the BSCE program.
- Drop CHEM 223
- Drop EAS 213 Properties of Materials
- Add CE 321 CEE Materials
- Add CE 315 CEE Profession Seminar
- Reduce Approved Civil Engineering electives by 1 credit
- Reduce Total Hours from 198 to 194

New Courses:

CE 315 (1) The Civil and Environmental Engineering Profession
CE 321 (4) CEE Properties of Materials

Course Modifications:

CE 434 (4) – change course description, pre-requisites, lecture hours, lab hours
 CE 435 (4) – change course description

University Studies Cluster Changes

| Course | Title | Cluster |
|--------|-------|---------|
|--------|-------|---------|

Courses to be Removed from Clusters:

| | | |
|----------|---|-------------------------------|
| CH 371U | Environmental Chemistry | Global Environmental Change |
| HST 495U | Comparative World History | Middle East Studies |
| SOC 341U | Population Trends & Policy | Global Environmental Change |
| USP 399U | Health Resource Life Styles & Community Development | Healthy People/Healthy Places |

Existing Cluster Courses to be Added to Another Cluster:

| | | |
|-----------|-----------------------|------------------|
| MKTG 340U | Advertising | Popular Culture |
| MUS 355U | History of Jazz | American Studies |
| MUS 361U | History of Rock Music | American Studies |
| MUS 362U | History of Rock Music | American Studies |
| PHE 454U | Social Gerontology | Family Studies |

Courses Approved for Cluster:

| | | |
|---------|---|-----------------------------------|
| EC 332 | Environmental Economics | Environmental Sustainability |
| G 399 | Top: Climate Record in NW Geol | Global Environmental Change |
| HST 314 | Ancient Near East & Europe | Classic Greek Civilization |
| HST 346 | The American Revolution | American Studies |
| HUM 399 | African Diasporan Dance in the Americas | African Studies |
| | | Popular Culture |
| | | Latin American Studies |
| PHL 325 | Predicate Logic | Knowledge/Rationality/Understandg |
| WS 410 | Top: Women, Creativity & Healing | Women's Studies |
| MJS 375 | World Music II: Asia | Asian Studies Cluster |
| MJS 376 | American Musical Traditions | American Studies Cluster |

PORTLAND STATE UNIVERSITY

PROPOSAL FOR CHANGE IN EXISTING PROGRAM

INSTRUCTIONS

The Vice Provost for Academic Affairs and the Vice Provost for Graduate Studies, in their respective areas, have the responsibility to provide direction to the institutional consideration of program changes under discussion in various academic units. Proposed changes in existing instructional programs should be communicated to the respective Dean for review prior to the preparation of a formal document. The formal document should follow the format given below. This form is to be used for ***minor program changes only***--major changes in existing programs must use the format of the Proposal for New Program.

Twenty (20) copies of each proposal must be forwarded to the Office of Academic Affairs. Departments, Schools or Colleges generating proposals should prepare enough additional copies to satisfy their own internal procedures.

Request for the following change(s) in **Major, Minor, Post-Baccalaureate Certificate** in
(degree or certificate program)

Criminology and Criminal Justice (Formerly "Administration of Justice")
(academic area or specialty)

Reproduce existing catalog statement in full:

See Attachment A

Reproduce proposed catalog statement in full noting changes (with underline, brackets, italics):

See Attachment B

Rationale for the proposed program change (a statement of justification detailing the academic soundness of the proposal, projected development of supporting curricula, budgetary support and availability of faculty and other resources):

Overall Program

- **Change name from "Administration of Justice" to "Criminology and Criminal Justice"**
 - **With the addition of four new faculty members over the past four years the department has undergone significant change. Specifically, three out of four of the new faculty members got their Ph.D. in "Criminal Justice". Moreover, most of the faculty members currently in the department do research in the area of criminology or criminal justice. Thus, the current title, Administration of Justice, is no longer representative of the faculty's expertise or course instruction. The suggested change is also more consistent with program names at other institutions and will help members of the community link the division to its Criminal Justice Policy Research Institute.**
- **Change description of undergraduate program in Bulletin**
 - **The description in the Bulletin was revised to reflect the recent changes in the division's faculty and the other changes noted within the present document.**

Considerable discussions were held in faculty meetings to outline our core program objectives and to make sure that these objectives were accurately reflected in our required courses. An additional section now details the career options available to students graduating with a degree from our program. This was deemed necessary since some students had expressed confusion about the employment opportunities available in this field.

- **Add Post-Baccalaureate Certificate**
 - Each year we have 5-10 students who approach us about getting a second B.A. Most of these students are interested in criminology and criminal justice as an additional area of specialization prior to pursuing a career (e.g., psychology students who want to work with offenders). We also believe that the addition of this certificate will draw new students who are considering career changes. The specific requirements for completing this certificate are provided in Attachment Z.

Requirements for Majors

- **Major requirement statement modified to include new minimum grade per required course of "C" (2.0) or above and deletion of overall major GPA of 2.5.**
 - The use of the prior dual standard (i.e., overall GPA in major of 2.5 and each required class having to be met with a "C-" or better) created confusion for some of the students and made advising a challenge. We believe that the new requirement will be easier to communicate to students without sacrificing our academic standards.
- **Dropped all supporting course requirements (CS 105; SP 215; PHL 202; PSY 434; SOC 200; SOC 337)**
 - Surveys with departing seniors (2001 and 2002) identified the supporting courses we previously required as the most negative component of our program. Rather than continue to require students to take additional outside courses, we have opted for a statement (see attachment B) that encourages students to complete their upper-division credits outside of the Division. Other programs across the university have opted for a similar plan, giving students greater flexibility in their course selection.
- **Increased CCJ elective credits from 12 to 20**
 - Dropping the supporting course requirement allowed us to add additional electives to our degree requirements. Whereas previously students had to fulfill all of their 12 elective credits using upper-division courses, we now allow for 8 of the 20 to be filled using lower division credits. This allows us to offer lower division electives to our students that might also attract non-majors. It also gives students coming from junior colleges opportunities to transfer additional courses.
- **Reduced overall degree requirements from 84 to 68**
 - After reviewing the degree standards of other programs in the Social Sciences we realized that our students were being required to complete an unusually high number of credit hours prior to graduating. The curriculum limited our students' choices in the courses they wanted to take due to the requirements we had established. Given that many of our students are older, working, have family responsibilities, etc. we feel that it is appropriate to provide them with greater flexibility and responsibility in designing their education. Thus, the elimination of our supporting courses helped us to address this problem and reduce the overall credit hours required. Students must still meet the basic University guidelines

regarding upper-division credits, but they will have greater freedom to choose how they do this.

- **AJ 210 Introduction to Juvenile Justice Process dropped as a requirement**
 - Prior to revising the degree requirements the faculty conducted an extensive review of similar programs around the country. We also looked at some of the informal standards being discussed by professional organizations in this field (e.g., ASC, ACJS). This review highlighted several areas that needed to be addressed in our curriculum, the first of which is noted here. We found that we were one of the few programs requiring students to complete an introductory course in juvenile justice. In most cases students are required to take introductory courses in the three primary fields of criminal justice: police, courts, and corrections. Juvenile issues are then addressed within each of these domains: virtually all of the textbooks are organized in this manner. Thus, we have elected to remove AJ 210 as a requirement and juvenile matters will now be addressed in AJ 230, AJ 240, and AJ 310. AJ 210 will still be offered to students as an elective course addressing the juvenile justice system in greater depth.
- **AJ 230 Policing in America, an existing course with new number and title, added as a required core course**
 - As noted previously, most Criminal Justice programs around the country require an introductory course in policing. The prior policing course, AJ 302, had not been taught for several years. Moreover, as a 300-level course it could not be easily waived by students taking a similar course at the junior college level. For these reasons we moved the class to a 200-level, provided a new title and description, and will now require all majors to complete the course.
- **AJ 310 American Courts, a new course, added as a required core course**
 - Reviewing the curriculum of other universities we noted that most programs require only one or two law courses. Our existing three-course law sequence provided students with greater exposure to law than to any other component of our curriculum. As a sequence it also presented a challenge to students with difficult schedules: each course is only offered once per year. Our proposed solution is to require students to complete an introductory course (AJ 310) and an advanced law course (AJ 420). AJ 440 and AJ 460 will now be offered as electives.
- **AJ 340 Crime Analysis, a new course, added as a required core course**
 - A majority of the criminal justice programs we examined also required that students complete a course in statistics. Some of our faculty have taught statistics to undergraduates before, however, and were concerned about the high level of anxiety produced by such courses. Given that the vast majority of our students will never go on to run ANOVAs or regression analyses, one might also argue that advanced statistics are largely unnecessary. Instead, professionals working in criminal justice agencies more commonly use descriptive statistics, GIS mapping, and programs like Excel and PowerPoint to analyze and present basic crime data. The new course being proposed as a requirement for our majors (AJ 340) will provide students with hands-on experience using such tools.
- **AJ 440 Constitutional Criminal Procedures dropped as a requirement**
 - See AJ 310 above
- **AJ 460 Court Procedures dropped as a requirement**
 - See AJ 310 above

Requirements for Minors

- **Minor requirement statement modified to include new minimum grade per required course of "C" (2.0) or above and deletion of overall minor GPA of 2.5.**
 - **The use of the prior dual standard (i.e., overall GPA in major of 2.5 and each required class having to be met with a "C-" or better) created confusion for some of the students seeking a minor in AJ and made advising a challenge. We believe that the new requirement will be easier to communicate to students without sacrificing our academic standards.**
- **Decreased CCJ elective credits from 20 to 16**
 - **Students operating under the old guidelines for the minor were required to complete 32 credit hours, of which 20 were elective courses. Under the proposed system added two required classes to the minor (AJ 320; AJ 230, 240, or 310) and deleted one other (AJ 210). In order to keep our credit hours for the minor consistent at 32, and in line with other Social Science departments, we opted to delete one 4-credit elective course to make up the difference.**
- **AJ 210 Introduction to Juvenile Justice Process dropped as a requirement**
 - **As noted previously, we found that few Criminal Justice programs require students to complete an introductory course in juvenile justice. In most cases students are required to take introductory courses in three primary fields: police, courts, and corrections. Juvenile issues are then addressed within each of these domains. Consistent with our changes to the degree requirements for the major, we have elected to remove AJ 210 as a requirement for minors and juvenile matters will now be addressed in AJ 230, AJ 240, and AJ 310. Students will be required to take at least one course from these three.**
- **AJ 320 Theories of Crime, an existing course, added as a required core course**
 - **Consistent with our new division title, Criminology and Criminal Justice, coverage of theories about crime now plays a central role in our curriculum. The primary course reviewing criminological theories is AJ 320, a course currently required of our majors. We feel that minors should also be exposed to this important body of literature.**
- **Added required core course - students must choose either AJ 230 Policing in America, AJ 240 Punishment and Corrections, or AJ 310 American Courts**
 - **Policing, courts, and corrections represent the primary fields within criminal justice. While all three are briefly reviewed in our introductory course AJ 200, we feel that students majoring in Criminology and Criminal Justice should also have advanced training in at least one of these three areas.**

Request prepared by _____ Date _____

Approved by Unit (i.e. Department) Curriculum Committee _____ Date _____

Approved by Department Chair _____ Date _____

Approved by College/School Curriculum Committee _____ Date _____

Approved by College/School Dean _____ Date _____

Art 255

Two-dimensional Animation I (4)

Studio introduction to principles and processes of two-dimensional animation composed in digital form. Storytelling and animation skills are developed in projects that apply tools and techniques for writing, staging, movement, timing, key framing, editing, and the use of sound and music. The language and aesthetics of animation are investigated through the design and production of a two-dimensional animation. Focus may be placed on either pixel or vector graphics. Project planning and workflow are explored in response to technical requirements for presenting the work in multiple media delivery formats. Prerequisites: Art 115, 116, 120. [NEW]

Art 256

Three-dimensional Animation I (4)

Studio introduction to principles and processes of three-dimensional modeling and animation composed in digital form. Projects apply tools and techniques for modeling, lighting, surface rendering, scene construction, animation sequencing, editing, and the integration of sound and music. The language and aesthetics of animation and cinematography are investigated through the design and production of a three-dimensional animation. Project planning and workflow are explored in response to technical requirements for presenting the work in multiple media delivery formats. Prerequisites: Art 115, 116, 120. [NEW]

Art 257

Video I (4)

Studio introduction to moviemaking with digital video technologies. The language and aesthetics of cinematography are explored through design and production of a digital video short. Pre-production practices include: conceptual, character, and narrative development, screenplay, scene and lighting design, and sound design, with an emphasis on storyboard visualization. Production practices include: camera operation, scene setup and lighting, direction, acting, shooting, audio recording, digital transfer, editing, and composition. Post-production practices include: titling, special effects, and output for tape, web, or disc formats. Prerequisites: Art 115, 116, 120 or instructor's consent. [NEW]

Art 455

Time Arts Studio (4)

Advanced practicum for students seeking a minor in Time Arts. Students propose projects that may encompass or combine work in 2D animation, 3D animation, and video. Emphasis is placed on the professional presentation and delivery of projects. Consent of instructor required. Prerequisites: Art 255, 256, 257, 296 and ArH 291. [NEW]

ArH 291

History of Animation (4)

Exploration of the history of animation, its sources in drawing, painting, photography, film, video, and digital media, its various innovators, styles, and techniques, its relationship with cinema, and its reliance on the development of creative and presentation technologies. Emphasis is placed on the theory and critical study of animation. Readings and discussion are combined with extensive screenings of animations and animated films, including the history of computer animation. [NEW]

Administration of Justice

* AJ 250

Criminal Behavior (4)

Examination of psychosocial theories of crime and identification of the individual-level factors associated with the onset, continuity, and desistance of criminal behavior in juveniles and adults. Special topics covered include the relationship between mental illness and violence, psychopathy, sexual deviancy, substance abuse, human aggression, and the rehabilitation of offenders. [NEW]

* AJ 260

Criminal Justice and Popular Culture (4)

This course analyzes mass media products such as news programs and periodicals, music, film, and fictional literature to investigate the representation of crime and criminal justice in popular culture and the media impact on the criminal justice system. [NEW]

AJ 310

American Courts (4)

Comprehensive survey of the role and function of courts in the United States. Emphasis placed on the operations of trial-level courts hearing criminal cases. Explores the roles and duties of courtroom participants, structure of the judiciary, relationship between the formal rule of law and daily activities of courts, decision-making, and perspectives from which to view the courts. Attention also to appellate courts, juvenile courts, court reform and issues of gender, race, and ethnicity. [NEW]

AJ 340

Crime Analysis (4)

An introduction to the basic methods used in analyzing data from criminal justice agencies, including temporal and spatial analysis of crime patterns, calculation of crime rates, descriptive analyses of victim and offender characteristics, recidivism, and the identification of offense typologies. Students get hands-on experience coding, analyzing, interpreting, and presenting crime data from a number of sources like police homicide reports, the FBI, Department of Corrections, and attitudinal surveys. [NEW]

* AJ 360

Victimology (4)

Provides a comprehensive overview of the study of victims of crime. This includes research on the process, etiology and consequences of criminal victimization. The criminal justice's response to crime victims, both historically and more recently, will be discussed in terms of the changing role of victims in the criminal equation. Topics covered may include restorative justice, restitution and mediation programs now offered through the criminal justice system. [NEW]

*AJ 370

Women, Crime, and Justice (4)

Women as criminals, victims, and professionals in the criminal justice system are the focus of this course. Theories, policies, and relevant empirical studies will be discussed in the context of the historical, socio-political, and cultural forces that shaped them. Topics may include: girls in gangs, female police officers, mothers behind bars, domestic violence, and pregnancy and drug use. [NEW]

***AJ 415**

Counseling Skills for Criminal Justice (4)

A practice-oriented course covering the basic interviewing, assessment, and counseling skills routinely used by professionals in the criminal justice field (e.g., police, correctional staff, probation officers, prosecutors). Includes coverage of techniques for developing rapport with clients, soliciting information, screening for mental illness, threat/risk assessment, and crisis intervention. Recommended prerequisite: AJ 250. [NEW]

AJ 455

Ethical Leadership in Criminal Justice (4)

Ethical leadership is a topic of longstanding theoretical and practical importance for the criminal justice system. Criminal and social justice issues are deeply embedded in the social fabric of the community and ethical leadership issues frequently have ramifications beyond the boundaries of our discipline. Students will be taught to recognize, understand, and analyze the significance of ethical leadership for the criminal justice system and the community within which it exists. Prerequisite: AJ 200. [NEW]

AJ 465

Criminology and Social Justice Theory (4)

Begins with an analysis of critical criminology theories and their underlying assumptions. Explores the connections between critical criminology and social justice, the social justice movement, and the communities wherein social justice is practiced. Application of social justice theory to criminal justice policy and practice has created a new set of social response mechanisms to crime and delinquency: mediation, restitution, and restorative justice. Prerequisite: AJ 200. [NEW]

Urban Studies and Planning

USP 424

Healthy Communities (4)

Addresses issues at the intersection of urban policy and planning and individual and community health. Relationships between the ways in which land is used, the transportation choices available, and the health of both urban places and city residents are explored in light of growing concern about increased rates of various health problems. Health consequences of political, economic, and social aspects of metropolitan life are also examined. Movements and programs to create and maintain health communities around the world are analyzed. [NEW]

USP 431

Urban Economics (4)

Functions of the urban economy: the market sector and the public sector. Economic analysis of issues such as land use, environmental quality, transportation, housing, income distribution, and financing of urban public services. Prerequisite: Ec 201. This course is the same as Ec 431; course may only be taken once for credit. [NEW]

USP 448/548

Real Estate Market Analysis (3)

A well-researched market study provides critical information that can make or break a development project. Provides students with the tools needed to evaluate trends and understand the key factors affecting real estate markets. Class demonstrates where to get and analyze information on demand for multifamily, hotel, office, industrial, and mixed-use developments. Recommended prerequisite: Ec 201. [NEW]

Political Science

PS 371

War and Morality (4)

Examines the limits observed by states in their resort to war and in the conduct of battle. Surveys the historical, moral, and legal foundations of these limits, and their enduring relevance in light of changes in international conflict and modern warfare. Topics include aggression and self-defense, preemption, humanitarian intervention, terrorism, torture, and war crimes. [NEW]

Community Health

PHE 454

Social Gerontology (4)

Addresses the social and ethical issues, problems, policies, and programs that affect the quality of life for our rapidly aging population. The interdisciplinary field of gerontology offers students the opportunity to integrate biological, psychological, and social theories of aging. Also examines the economic and political impacts of an aging society. Recommended prerequisite: upper division standing. [NEW]

Civil and Environmental Engineering

CE 315

The Civil and Environmental Engineering Profession (1)

Introduction to civil and environmental engineering (CEE) practice in structural, environmental, geotechnical, and transportation engineering. Overview of education, training, research, and employment opportunities for each area of CEE. Engineering registration and ethics. Prerequisite: junior standing in CEE. [NEW]

CE 321

CEE Properties of Materials (4)

Introduction to structure and properties of civil engineering materials such as steel, asphalt, cement, concrete, soil, wood and polymers. Laboratory tests include evaluation of behavior of these materials under a wide range of conditions. Lectures and laboratory. Prerequisite: EAS 212. [NEW]

GC New Courses

Urban Studies and Planning

USP 448/548

Real Estate Market Analysis (3)

A well-researched market study provides critical information that can make or break a development project. Provides students with the tools needed to evaluate trends and understand the key factors affecting real estate markets. Class demonstrates where to get and analyze information on demand for multifamily, hotel, office, industrial, and mixed-use developments. Recommended prerequisite: Ec 201. [NEW]

USP 554/654

Data Analysis II (4)

Takes an applied approach to statistical analysis and research methodology and is the second in a two-course sequence. Provides students with statistical background, conceptual understanding, technical writing skills, computer application, and the ability to apply these skills to realistic

data analysis problems and research designs. Topics include simple regression and correlation, multiple regression, and logistic regression. The laboratory (USP 554L/654L) must be taken concurrently. Recommended prerequisite: USP 534/634 or an equivalent course approved by the instructor and prior experience with statistical software. [NEW]

PS 558/USP 636

Political and Economic Decision-making (3)

Examines the philosophical and conceptual assumptions embodied in alternative decision-making theories in the fields of economics and politics. Designed to show students the differences in individual and collective decision-making processes and the technical and social challenges faced in decision-making processes in the market place and the realm of politics. Examples cover local, national, and international policy topics. Recommended prerequisite: USP 515/615. [NEW]

USP 583/683

Qualitative Analysis (4)

Study of a variety of qualitative methods of analyzing social science problems, with an emphasis on applications to urban studies. Students study the philosophy of academic inquiry, understanding and interpretation of social action. Specific techniques include content analysis, participant observation, field observation, ethnography, interviewing, and focus groups, among others. Organization, coding, and analysis of qualitative data. Recommended prerequisite: USP 530/630. [NEW]

USP 588/688

Sustainable Development Practices (3)

Introduction to analytic and management approaches intended to limit the social and environmental harms associated with most past patterns of development. Builds upon basic understanding of socio-environmental change and provides a foundation for subsequent in-depth studies of particular sustainable development strategies and analytic techniques. Students study a broader range of sustainable development topics, tools and techniques. [NEW]

USP 655

Advanced Data Analysis: Structural Equation Modeling (3)

Introduces students to structural equation modeling, a regression-based technique that incorporates elements of path analysis and confirmatory factor analysis. Topics covered include path analysis, confirmatory factor analysis, and structural models with cross-sectional, longitudinal, and multiple groups. The general goal is to provide a thorough background in the conceptual aspects, statistical underpinnings, and application of this method. [NEW]

USP 656

Advanced Data Analysis: Multilevel Regression (3)

Intended to introduce students to multilevel regression techniques (also known as Hierarchical Linear Models or HLM), presenting the conceptual underpinnings and application of the techniques for the two most common applications of multilevel models: hierarchical and longitudinal data sets. Multilevel regression is a statistical model that extends multiple regression to data that are hierarchically structured and is used for the estimation of growth curves with longitudinal data. Hierarchical data are common in many kinds of organizational and regional research, because data occurs in natural groupings such as administrative units, geographic region, or schools. [NEW]

Systems Science

SySc 521/621

Systems Philosophy (4)

A study of ideas central to systems theory and philosophy. The course focuses on concepts rather than mathematics, and organizes systems ideas around the theme of the fundamental "difficulties" (problems, imperfections, modes of failure) encountered by systems of widely differing types. Though these systems ideas often come from the natural sciences and engineering, they are significant also for the social sciences, the professional fields, and even the arts and humanities. [NEW]

SySc 525/625

Agent Based Simulation (4)

Introduction to simulation methods that impart simple rules to a collections of "agents" that interact within an environment represented as a spatial grid. The properties of the agents and the environment vary dynamically, and often result in behavior patterns that are complex in ways that are not readily apparent from an examination of the rules that generated the behavior. Such behavior is often referred to as emergent, with examples including flocks of birds, traffic jams, ant colonies, crowd phenomena, etc. Of particular interest is the fact that such phenomena occur without centralized control. This approach is often used to study social systems, but may be used to study a variety of natural and non-natural systems. [NEW]

SySc 546/646

Information Theory II (4)

Information theory establishes theoretical limits on the performance of techniques for compression or error correction of signals. Course is a continuation of SySc 545/645 and focuses on source coding and channel coding for continuous signals. Topics will include: Gaussian Channels and Rate Distortion Theory. [NEW]